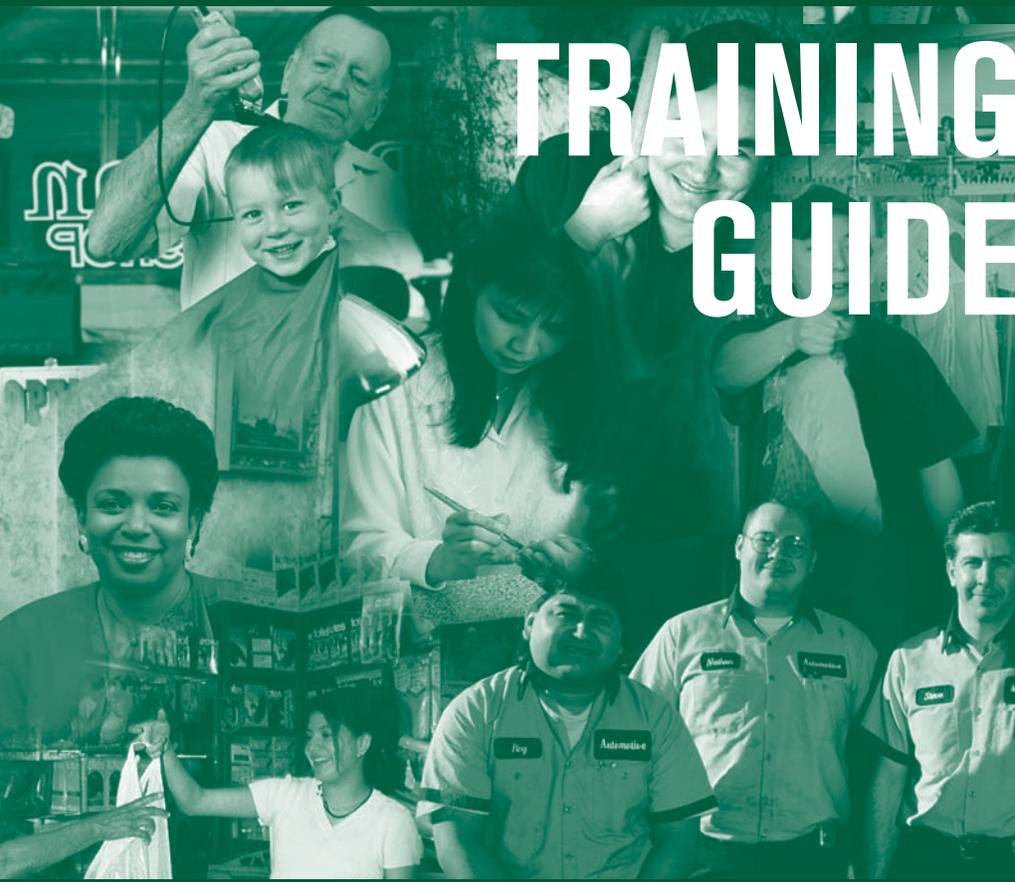


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# SMALL BUSINESS

# SAFETY TRAINING GUIDE



WORKER OCCUPATIONAL SAFETY AND HEALTH TRAINING AND EDUCATION PROGRAM  
COMMISSION ON HEALTH AND SAFETY AND WORKERS' COMPENSATION

The Small Business Safety Training Program was developed by the Labor Occupational Health Program (LOHP) at the University of California, Berkeley, with funding from the Commission on Health and Safety and Workers' Compensation. This program is part of the Commission's Worker Occupational Safety and Health Training and Education Program (WOSHTEP).

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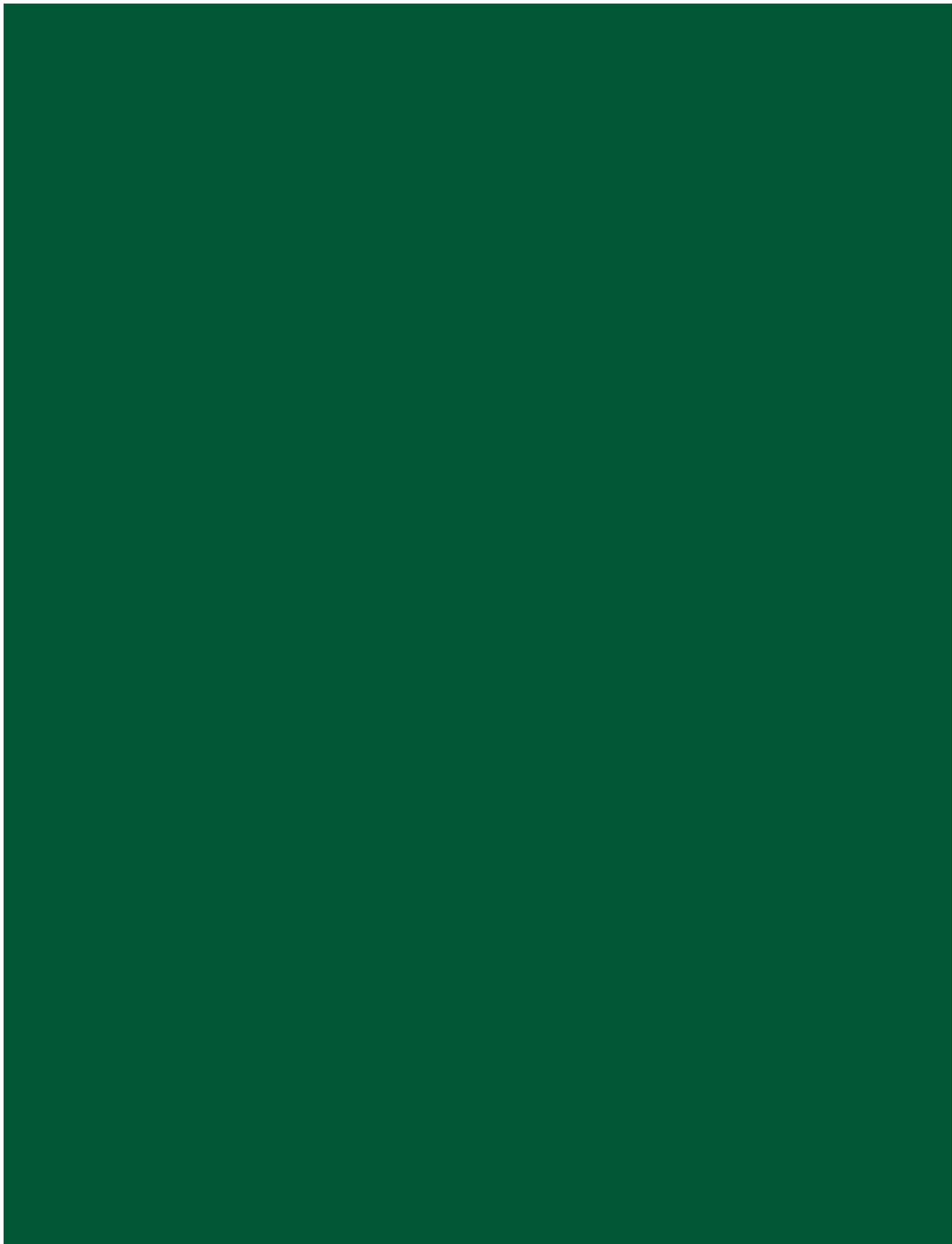
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# **SMALL BUSINESS SAFETY TRAINING GUIDE**



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### Also in packet

Safety Orientation Checklist  
 Safety Pays!  
 Controlling Hazards  
 Basics of Cal/OSHA  
 Facts for Employers: Safer Jobs for Teens  
 “Rated R” Stickers (for use on equipment that young people may not operate)

### Tip Sheets:

Preventing Injuries from Ergonomic Hazards  
 Preventing Injuries from Robberies and Assaults  
 Planning for Emergencies on the Job



# About the Small Business Safety Training Program

**To owners and managers: Welcome to the Small Business Safety Training Program!** The materials in this packet will help you understand the importance of safety in your business and help you work with your staff to make your workplace safer. Some of the materials here are for you to use and some are for training your employees. Use these materials in whatever way seems best to you.

## WHY USE THIS PROGRAM?

There are hazards in any workplace that can cause injuries and/or illnesses for the people who work there. Injuries and illnesses on the job are costly and damaging, both for your business and for the individual employee who gets hurt. Job injuries and illnesses contribute to high turnover, absenteeism, higher workers' compensation costs, and unhappy, less productive staff.

Employers in California experience higher costs for workers' compensation medical care than employers in most other states, and California ranks among the highest in workers' compensation premium rates.

Work injuries and illnesses also result in days away from work and lost productivity. The best way to lower costs, retain employees, and maintain a productive workforce is to reduce injuries. The first step is to identify and then address the hazards that can cause those injuries.

## IDENTIFYING AND CONTROLLING HAZARDS: TRAINING IS KEY

Regular training helps you and your employees identify and understand the specific hazards in your workplace (even some that you may not be aware of) and come up with solutions. Training also encourages employees to learn how to avoid hazards, and it keeps lines of communication open between you and your staff. Furthermore, sponsoring a training program lets employees know that you are serious about promoting sound safety policies and safe work practices in your business.

This booklet provides a short training program that can help you work together with your staff to design a creative, simple health and safety plan for your workplace. This training can help you meet some of the requirements of Cal/OSHA's Injury and Illness Prevention Program (IIPP) standard (see page 16). However, this booklet is not designed to ensure full compliance with all Cal/OSHA standards, so be sure to check the relevant standards yourself (see page 9).

The core of this program is a detailed *Lesson Plan* for conducting a one-hour health and safety workshop or a series of safety sessions with your employees. It includes handouts to help your employees identify hazards in the workplace and find solutions to make the job safer.

In addition to training, your health and safety program must include on-going, two-way communication between employees and management about ways to control or eliminate potential workplace hazards. Regular safety meetings can be a good way to help meet this requirement. This booklet explains how to make these meetings truly effective.

This booklet and its accompanying packet also include other materials that can help you better understand safety issues in your business, set up and present your training, and develop an overall workplace safety plan. The booklet has concise discussions of health and safety training requirements, how training can reduce workplace injuries, and principles of effective training. The *Resources* section explains where to find more information and assistance.

The accompanying packet includes factsheets and other materials with background information for owners and managers:

- *A Safety Orientation Checklist* that can be used to orient new employees.
- *Safety Pays!*, a factsheet that outlines the direct and hidden costs of not having a strong safety program.
- *Controlling Hazards*, a factsheet with general background on how to effectively control workplace hazards.
- *Basics of Cal/OSHA*, a factsheet that provides background information for employers on Cal/OSHA free consultation services, enforcement activities, and standards.
- *Facts for Employers: Safer Jobs for Teens*, a factsheet that provides a summary of the kinds of work teens under age 18 are prohibited from doing under federal and California labor laws. This can be useful because many small businesses employ young people.
- *“Rated R” Stickers* to place on equipment that young people are not allowed to operate under child labor laws.
- *Tip Sheets* on the following topics:
  - Ergonomic Hazards
  - Robberies and Assaults
  - Planning for Emergencies

We encourage you to use these new training resources to improve the health and safety of your employees.

## SAFETY TIP

It's not enough just to tell employees to “be more careful” at work to avoid injury or illness. You and your supervisors need to lead by example. Staff, especially new employees and younger employees, need training, mentoring, and practice to stay safe on the job. Most important, the safest workplace is one in which you, as the employer, eliminate as many hazards as possible through your own careful planning about how work is to get done. It is also one where you consistently and fairly enforce your safety rules and where workers promptly recognize, report, and help solve problems as they arise.

# What Health and Safety Training Is Required?

**Note:** The laws and regulations cited in this booklet are available online. The laws are in the California Labor Code, and the regulations are in the California Code of Regulations (CCR). For the laws, go to [www.leginfo.ca.gov](http://www.leginfo.ca.gov) (link to: California Law). For the regulations, go to [www.oal.ca.gov](http://www.oal.ca.gov) (link to: Cal. Code Regs.).

All California employers are required to provide health and safety training to all of their employees. The broadest training requirements fall under **Cal/OSHA's Injury and Illness Prevention Program (IIPP) standard** (required under California Labor Code §6401.7). Training must be provided to all workers on the hazards in your workplace:

- when they start working for you;
- when they're given a new job assignment; and
- whenever new procedures or equipment are introduced.

Two other standards that affect most workers are Cal/OSHA's **Hazard Communication standard**, which requires training on any chemicals to which employees may be exposed, including cleaning products, and the **Emergency Action Plan standard**, which requires training on how to respond to emergencies in the workplace. These three standards are summarized in this section. However, this booklet is not designed to ensure full compliance with all Cal/OSHA standards, so be sure to check the relevant standards yourself, as needed.

Many other specific Cal/OSHA standards include training requirements. For example, the standards on asbestos, bloodborne pathogens, fall protection, forklift operation, and hearing protection require employee training in those areas. Some of these standards require that training be repeated on a regular basis. Cal/OSHA maintains a convenient list of many of the training requirements by topic on its website. The list includes links to relevant Cal/OSHA training publications. To find out which training requirements affect your employees, go to:

[www.dir.ca.gov/dosh/dosh\\_publications/TrainingReq.htm](http://www.dir.ca.gov/dosh/dosh_publications/TrainingReq.htm).

The training activity included in this booklet (pages 19–30) can help you provide basic health and safety training, as well as the ongoing communication with employees that is required as part of your IIPP. But it does not cover all of your training requirements. Use the checklist on pages 16–18 to determine how to build this training into your health and safety program.

## Injury and Illness Prevention Program Standard [Title 8 CCR §1509 and §3203]

This Cal/OSHA regulation requires every California employer to establish, implement, and maintain an effective IIPP to promote health and safety in the workplace.

An IIPP must be a written plan that includes all of the following elements:

- **Management commitment and assignment of responsibilities.** Someone with the authority and responsibility for the program must be identified and given management's full support to implement the program.
- **A system for ensuring that employees follow safe and healthy work practices.** This should include a plan for providing re-training to employees when necessary.
- **Safety communication system.** Employers must communicate with employees about safety in a language they can understand and in a manner that does not depend on employees' reading and writing skills. Communication systems may include safety meetings, written materials, health and safety committees, or other methods that encourage employees to share their safety concerns or suggestions without fear of being fired or punished.
- **Hazard identification and control.** There must be specific procedures for identifying, evaluating, and correcting hazards, including scheduled periodic inspections of the workplace. Hazards must be corrected as soon as they are found, or as quickly as possible, with priority given to the most serious hazards.
- **Incident investigation.** There must be a process for investigating work-related injuries and illnesses. Written documentation of incidents should be kept, indicating why they occurred and what actions will be taken to prevent them in the future.
- **Training.** Training must be provided to all employees when the IIPP is established, to all new employees when they start, and to anyone with a new job assignment. Whenever new substances, processes, procedures, or equipment are introduced in the workplace, employees must receive training about them.



The written IIPP must be made available to all workers. Records must be kept to document that there is an effective program in place. These records must include scheduled inspections, actions taken to correct problems, and types, dates, and providers of training. Please note that while all employers need to have written IIPPs, there are some exceptions to the documentation requirements if you have fewer than 10 employees.

See page 31 for online and other resources available to employers for help in writing an IIPP.

## Hazard Communication Standard [Title 8 CCR §5194]

This Cal/OSHA regulation requires employers to provide information to employees about the chemicals and other hazardous substances to which they may be exposed at work by providing Material Safety Data Sheets (MSDSs), chemical labels, and training.

**MSDS.** Manufacturers of products containing hazardous ingredients must prepare MSDSs for those products and distribute them to purchasers (such as employers). The MSDS identifies the manufacturer, contents, toxicity, and safety hazards of the chemical product. It describes routes of exposure (skin, inhalation, or ingestion) and explains how to prevent health problems. Employers must have an up-to-date MSDS for each hazardous product they use and must make MSDSs available to employees. Employers can get MSDSs by calling their chemical supplier, or, in some cases, from the internet.

**Chemical Labels.** Employers must make sure that all products with hazardous ingredients are properly labeled. Original labels must include the identity of the hazardous substance (matching the corresponding MSDS), appropriate hazard warnings, and the name and address of the manufacturer or importer. This labeling requirement applies to all containers, even those into which a smaller amount of the chemical has been poured.

**Training.** Employers are required to train workers about the hazardous substances used at work, their health effects, how to work safely with them, how to read an MSDS, and where the MSDSs are kept. The training must also cover how accidental chemical releases are detected and what emergency procedures should be followed in case of a spill or leak.

Employers are required to describe in writing the elements of the workplace's hazard communication program and how the workplace will comply with this Cal/OSHA standard. This written program must be available at the worksite and communicated to all affected workers.

See page 31 for online and other resources available to employers for help in writing a Hazard Communication plan.

## Emergency Action Plan Standard [Title 8 CCR §3220]

This Cal/OSHA regulation sets minimum requirements for Emergency Action Plans, such as evacuation plans. It requires employers with more than 10 employees to have such a plan in writing. Employers with 10 or fewer employees do not need to have a written plan, but they do need to meet all the other requirements of the Emergency Action Plan and must communicate these elements to employees.

The Emergency Action Plan must include the following elements:

- Emergency escape procedures and routes.
- Procedures explaining how critical operations will be maintained during and after an emergency (if necessary).
- Procedures to account for all employees after an emergency evacuation has been completed.
- Rescue and medical duties for staff. Employees should know who is trained in first aid or CPR and where to get medical attention if needed.
- How employees should report fires and other emergencies.
- Who is responsible for coordinating emergency response.

**Alarm system.** The employer must have an alarm system that can be seen, heard, and understood by all employees.

**Evacuation.** The plan should designate inside shelters, exits, evacuation routes and procedures, and outside meeting places. Exits and evacuation routes should be checked periodically to be sure they are not blocked.

**Training.** The employer must designate and train key staff to assist in evacuation procedures. All employees need to understand what to do during different kinds of emergencies. Employees should be trained so they understand: their responsibilities during an emergency; the alarm system and “all clear” announcements; where to gather during an emergency; how to report an emergency; what to do if there is a chemical spill; and who has training in first aid and training in the use of fire extinguishers.

See page 31 for online and other resources available to employers for help in writing an Emergency Action Plan.

# Health and Safety Programs Should Involve Your Employees

Effective workplace health and safety programs are active, living programs, with on-going involvement by both management *and* employees. Research shows that effective programs include the following components:

- **Visible management commitment to health and safety.**
  - Ensuring that all levels of management lead by example.
  - Encouraging employees to report health and safety problems or concerns.
  - Actively soliciting employee input on how to address hazards.
  - Following up on concerns that are reported.
  - Following up when employees do not follow safety rules and procedures.
- **A system and culture of employee involvement in identifying hazards and solutions for hazard control.**
  - Employees have extensive, day-to-day experience of the hazards and can help determine which hazards are of greatest concern, as well as suggest ideas for addressing these hazards.
  - Employees are more likely to act safely when they have contributed to identifying and addressing the hazards in their workplace.

To achieve an effective health and safety program where employees feel encouraged and prepared to contribute, your training should incorporate these components. The short training activities included in this booklet will help your employees develop and practice the skills they need to identify hazards and think of ways to address them. The “bottom-up” approach in these activities also concretely demonstrates your commitment to and interest in employee input and involvement in your health and safety program.



# Not All Health and Safety Training Is Equal

Some methods of training are more engaging and effective than others. Training that relies only on providing information through lecture, video, or other passive methods usually doesn't work well.

The National Institute for Occupational Safety and Health (NIOSH) and other organizations have evaluated health and safety and other adult education training programs over the years. Based on this research, the following key approaches have been found to be most effective:

- **Make the training relevant to workers' own concerns.**

Adults need to see that the subject matter and teaching methods are relevant to their lives and what they want to learn. Make sure to ask your employees what they are most concerned about. Use examples and discussions that reflect participants' own experiences and concerns.

- **Respect and build on people's experiences, knowledge, and skills.**

Adult workers already have a wealth of prior experience and knowledge. They are more open to learning if treated with respect. Make it clear that during the training, you, as the employer or supervisor, will learn from your employees. They will also learn from each other.

- **Encourage employees to participate rather than doing all the talking yourself.**

Employees learn more and retain the information longer when they are actively engaged in the training. People need to practice as they learn and to discuss what they are learning. "Passive" training methods, such as lectures, videos, or reading pamphlets, are less effective. Encourage questions and discussion during the class. Information that is both heard and discussed usually has more impact.

- **Provide opportunities for employees to practice the skills you want them to learn.**

When employees are able to apply the knowledge they have learned, they will learn more and retain the information longer. For example, having employees actually walk around and identify hazards in the workplace during the training increases the likelihood they will do this on their own when the training is over.

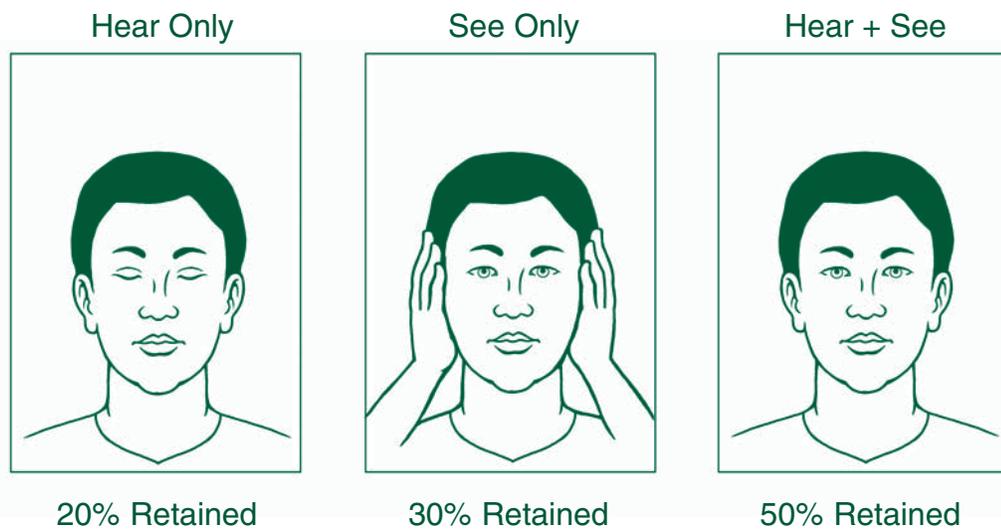
- **Provide opportunities to raise and address concerns about safety requirements.**

An important factor for motivating most people to adopt new behaviors is a sense that they will be able to successfully do that new "behavior" or skill. If employees can raise and discuss health and

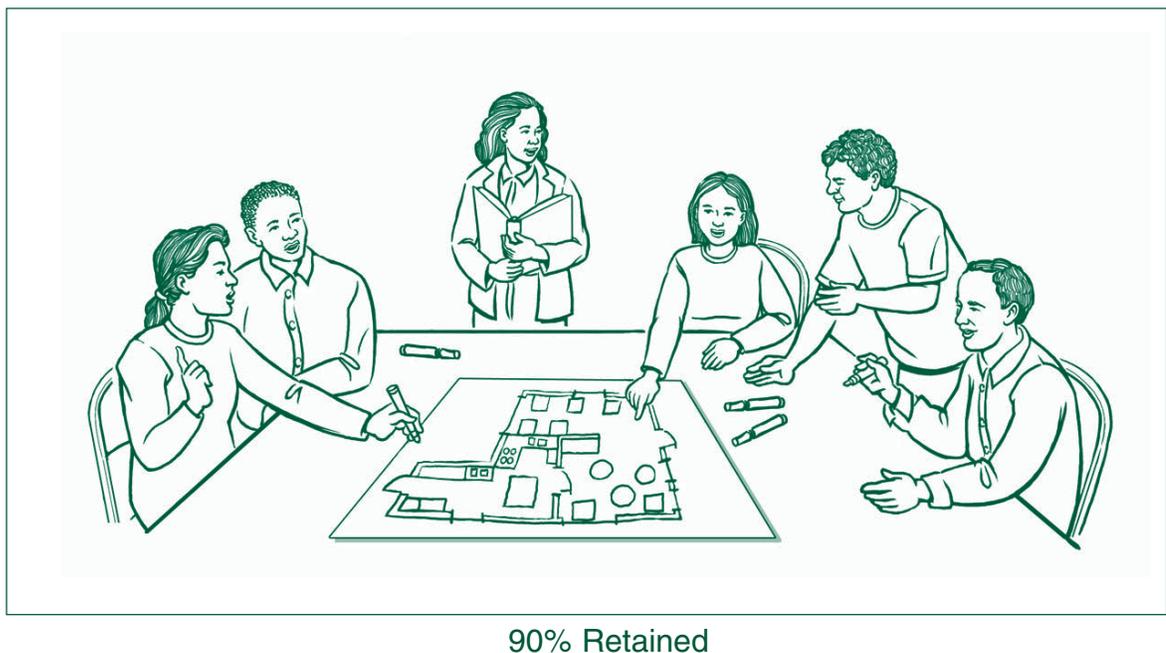
safety concerns that they have, and you and your employees are successful in finding ways to address at least some of them, employees will be more likely to follow safety requirements, as well as be more willing to report health and safety concerns when they have them in the future.

- **Use a variety of methods to convey information.**

Adults have different learning styles. Some people learn better if the material is reinforced with visual aids, and some learn better through hands-on activities. Learning works better when information is presented in a variety of different ways, including brainstorming, discussion, visual aids, and hands-on practice.



Hear + See + Discuss + Practice



# Make This Training Part of Your IIPP

Under Cal/OSHA's Injury and Illness Prevention Program (IIPP) standard, training must be provided to *all* your employees about *any* hazards they may face at your worksite (see page 9). The two training activities on the following pages can be used to identify the hazards in your workplace and to discuss how employees currently are protected against those hazards. If you are able to address all of the hazards during these activities, you will cover the initial requirements under your IIPP. If you are not able to cover all of the hazards in enough detail, you should plan for additional training time to ensure that everything is covered.

In addition, whenever someone is given a new assignment, or new procedures or equipment are introduced, you *always* need to provide health and safety training.

Here is a checklist to help you plan for your training, and make sure that it helps you meet your IIPP requirements.

## Before the Training

*Check the box if true*

- We have an IIPP in place that includes the elements below:
  - Management commitment and assignment of responsibilities
  - Safety communication system
  - Hazard identification and control
  - Incident investigation
  - System for ensuring employees follow safe work practices
  - Training
  - Plan maintained in writing
  
- We have designated someone to be responsible for health and safety.  
That person is: \_\_\_\_\_
  
- We have decided who needs to attend the training, and when and where it will be.

- We have determined what additional training employees will need later:
  - Training on emergency response
  - Training on chemicals
  - Training on other specific issues (see page 9).  
 These issues are: \_\_\_\_\_
  
- The person who will conduct the training has read the Lesson Plan and Handouts for the training activity (pages 19–30) and the Tip Sheet on “Controlling Hazards.” It is important to help employees understand that *removing* or *reducing* a hazard is more effective than simply “being careful.”
  
- We have located and copied factsheets relevant to the specific hazards in our workplace and ways to control them. (See page 32 for websites to obtain factsheets.)

**During the Training**

*Check the box if true*

- We told employees who is responsible for health and safety in our workplace.
- We told employees how they should report hazards.
- We explained that we have an IIPP and where employees can find the written plan.
- We provided a sign-in sheet that participants signed.
- We have attached a record listing the main points of the training to the sign-in sheet and filed it with our IIPP records.

**After the Training**

*Answer the following about what happened at the training.*

- What questions did participants raise that require you to get more information?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
- How will you find this information, and when?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What health and safety issues that need to be addressed were identified by participants?

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What will you do about these, and when?

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What topics were suggested by participants for future health and safety meetings?

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# Lesson Plan

## OVERVIEW OF THIS TRAINING

To complete this training, you will need to schedule a one-hour meeting, or two meetings of about 30 minutes each, with your whole staff. Additional 20–30 minute safety meetings can be scheduled later to continue discussion of specific hazards that came up during the initial training.

**Meeting #1: Identifying Hazards.** Employees will use a checklist to identify key hazards in your business. They will mark the hazards with Post-it notes during a walk-through of the workplace. As an alternative, you may draw a simple floor plan of the workplace on a large sheet of paper and mark the hazards on this “hazard map.”

**Meeting #2: Controlling Hazards.** Employees will learn about strategies for controlling workplace hazards. Working in pairs, they will “brainstorm” and discuss concrete steps that can be taken to correct the most significant hazards they identified before. These steps will include both changes that can be made by management and changes they can make themselves in doing their work.

## MATERIALS NEEDED

- Large sheets of paper (flipchart, etc.)
- Masking tape
- Markers for drawing (red and black)
- Post-it notes
- Copies of handouts for all participants (masters for copying are provided on pages 25–30):
  - #1: Workplace Hazards Checklist
  - #2: Making the Workplace Safer
  - #3: Hazard Identification and Control Worksheet
- Copies of relevant Tip Sheets from packet, or factsheets you have downloaded relevant to key hazards in your workplace (see p. 32).

## TRAINER’S TIP

If you don’t have regular flipchart paper, you could use:

- A sheet of cardboard cut from a large box
- Several unfolded bags taped together
- Other materials you find around the workplace — be creative!

# Meeting #1: Identifying Hazards (30 minutes)

---

**OBJECTIVE:** Employees will use a checklist to identify key hazards in your workplace.

## INTRODUCTION

- Decide ahead of time whether you will have participants do this exercise as a “Walk-through Investigation” of the workplace using Post-it notes, or as a “Hazard Mapping” activity. (See below for descriptions of both activities.)
- Introduce the topic by making the points below. Put them in your own words if possible.
  - According to employer reports, over 500,000 employees in the private sector are injured on the job every year in California. Most of these injuries can be prevented. Good employers care about safety and do not want injuries to happen. Preventing injuries requires a partnership between employees and management.
  - During this safety training, we will work together to identify the main hazards in our workplace, discuss what is already being done to deal with them, and decide what else could be changed to better protect workers. Employees and managers will work together to develop specific recommendations for possible changes.
- Tell the group that a *job hazard* is anything at work that can injure you or make you sick. There may be hazards on any job, whether you work in an office, a store, a warehouse, a movie theater, or a restaurant. Some job hazards are very obvious, but others are not. Some hazards can harm you right away, like unsafe ladders or sharp knives, but others harm you over a longer period of time, like certain toxic chemicals, awkward body movements that you have to repeat over and over while working, or constant stress from customers or fast work pace.
- Ask the group if they can name a few possible hazards that may be found in their workplace. Write their answers on a large sheet of paper. Don’t try to make a complete list. Make sure participants understand that this training is *not* about the safety of customers or the public, but about their own safety as employees (although sometimes a hazard affects everyone).
- If the class begins listing types of *injuries*, ask them what *hazards* may cause those injuries. For example, if they mention falls, explain that the hazard involved may be slippery floors or cluttered aisles.
- Next, do either the “Walk-through Investigation” or the “Hazard Mapping” activity.

## WALK-THROUGH INVESTIGATION

- Ask each participant to choose a partner. People will work in pairs.
- Pass out Handout #1, pens or pencils, and three Post-it note sheets to each pair.
- Ask each pair to take about five minutes to read through the *Workplace Hazards Checklist* (Handout #1) and use it to think about all the hazards that may be present in their workplace.
- Once they have done this, ask them to decide which three specific hazards in their workplace they are most concerned about. Ask each pair to walk through the workplace and stick a Post-it note on each of the three hazards they chose. They should also circle these three hazards on Handout #1. Explain that it is OK to have more than one Post-it note in the same location. If there is a hazard, such as stress or lifting, that cannot easily be marked in a particular place, they can mark it by sticking a Post-it note on themselves (the part of their body that the hazard may affect). They may explain it later during the “Wrap Up” section of this activity. For hazards in the air, they should put the Post-it by the *source* of the chemical, dust, or smoke.
- Once everyone has completed this task, bring the group back together. Ask people to notice where the Post-it notes have been placed and what areas of the workplace have the most Post-it notes.
- Skip the next section and go to the “Wrap Up” section below.



## HAZARD MAPPING

- Ask each participant to choose a partner. People will work in pairs.
- Pass out Handout #1, pens or pencils, and a red marker to each pair.
- Ask each pair to take about five minutes to read through the *Workplace Hazards Checklist* (Handout #1) and use it to think about all the hazards that may be present in their workplace.
- Once they have done this, ask each pair to decide which three specific hazards they are most concerned about and circle them on Handout #1.



- Once everyone has completed this task, bring the group back together.
- In the front of the room, on a large piece of paper, draw a simple floor plan of the workplace with a black marker. You can also ask for a volunteer to do this. Ask the group for feedback as you draw to help make sure that all the key areas or pieces of equipment are included.
- Then ask each pair to come up and mark on the floor plan where the three hazards they are most concerned about are located, using a red marker. They could draw a large dot or “x,” or label each hazard. Explain that it is OK to have more than one mark in the same location. If there is a hazard, such as stress or lifting, that cannot easily be marked in a particular place, they can write it on the side of the map and/or explain it during the “Wrap Up” section of this activity. For chemical hazards in the air, they should mark the *source* of the chemical.
- Ask people to notice where the marks have been made on the floor plan and which areas of the workplace have the most marks.
- Proceed to the “Wrap Up” section below.

## WRAP UP

- On a large piece of paper, write a list of key hazards the group has identified. Start with areas in the walk-through that have the most Post-its or areas on the map that have the most marks. Ask participants to explain what they have marked and why it is a concern. Next to each hazard you write on the chart, show the number of “votes” that hazard received. Add anything to the list that you think is important. Your list may look something like this:
  - ✓ unstable ladders (2)
  - ✓ slippery floors (4)
  - ✓ repeating awkward body movements over and over (3)
  - ✓ fire hazards (2)
  - ✓ heavy lifting (6)
- Explain that the group will discuss these hazards and possible solutions at the next meeting.
- Save the list of hazards you made on the chart, and save the hazard map (if you did that activity) for Meeting #2.

## Meeting #2: Controlling Hazards (30 minutes)

**OBJECTIVE:** Using the “Tip Sheets” and other materials, employees identify concrete steps to correct the most significant hazards found in Meeting #1. These include changes that can be made by management and changes they can make themselves in doing their work.

### INTRODUCTION

- Post the list of hazards from Meeting #1 (and the hazard map, if you did that activity).
- Ask participants to work with their partners from Meeting #1. Make sure each pair has the *Workplace Hazards Checklist* (Handout #1) that they worked on together before.
- Pass out Handout #2, *Making the Workplace Safer*.
- Have participants look over Handout #2. Explain the concepts in the handout, or ask a volunteer to read Handout #2 aloud. In the section “Ask the Group,” stop and ask everyone for ideas to answer the questions. Make sure the group understands that it is important to think in terms of new systems or new ways of doing things so that hazards are eliminated or reduced. Figure out what the “root cause” of the hazard is. For example, if slippery floors are a problem, think about *how* they are getting slippery, and try to find ways to prevent that. How can you prevent the water or grease from getting on the floor in the first place? Another example of reducing a hazard is to use cleaning chemicals that are less toxic. Changes like these are more effective than just telling people to “be careful.”

### WORKING TO ADDRESS HAZARDS

- Help each pair choose one hazard to work on from the list developed during Meeting #1. Try to make sure that a range of different types of hazards are selected. Focus on the hazards that received the most “votes.”
- Pass out Handout #3. Ask each pair to work together to fill out Handout #3 for the hazard they chose. First, have them think about things that are already done in their workplace to protect workers from that hazard. Then they should think about other changes that could be made. This is an opportunity for employees to learn from each other. They should try to come up with solutions that can **remove the hazard** from the workplace or **change the way the job is done** so the hazard is reduced. These are the best types of protective measures, but they may not be possible in every case. For ideas on protective measures, employees may refer to the four Tip Sheets in this packet, or to factsheets you have obtained online (see page 32).
- Ask the pairs to suggest one or two concrete actions that either staff or management could take to begin making their solution happen. Give them about five minutes to work. If there is extra time, they can work on another hazard.

## DEVELOPING AN ACTION PLAN

- Tape a large piece of paper to a wall. Divide the paper into four columns. Write: **Hazard**, **Solutions in Place**, **Solutions Needed**, and **First Steps/Who?** (the person responsible for correcting the hazard) in the four columns. See the example below.
- Ask each pair to report how they would fill in the chart for the hazard they chose.
- Record what they say in the four columns. Here is a sample.

Hazard	Solutions in Place	Solutions Needed	First Steps/Who?
Blocked fire escapes	None	Remove material blocking exits and hold fire drills to test access	Identify specific blocked exits/Management
Frequent lifting of 40-lb. boxes	Staff are trained in proper lifting	Install mechanical lifting devices	Investigate what equipment is available and cost/Health and safety committee

- The completed chart will be your action plan for a safer workplace!
- Ask each participant to describe one new thing they learned from this training program.
- Tell everybody at least one new thing that *you* (the instructor) learned and one action that management will take to make the workplace safer based on the work you did together.

### SAFETY TIP

A good way to share information with your staff about safety changes you make is by setting up brief, regular safety meetings. These meetings can also be a place to discuss hazards that weren't covered in this training and come up with ideas for solutions.

# Workplace Hazards Checklist

Location: \_\_\_\_\_ Date: \_\_\_\_\_

Inspected by: \_\_\_\_\_

1. Check all the hazards below that you believe you have in your workplace. This checklist does not cover every hazard, but it will help you think about the most common ones. Use the blank lines at the end to add any hazards that you think are important but are not listed.
2. Decide which **three** hazards you think are the most serious. Circle them.

Each “No” answer may indicate a problem.

**YES NO**

### Floors and Walkways

- Are walkways and stairways wide enough and kept clear?
- Are mats or slip-free coatings used in wet areas to prevent falls?
- Are furniture and equipment secured against earthquakes?
- Are mats provided when employees need to stand for long periods?

### Ladders and Fall Protection

- Are ladders in good condition and do they have safety feet?
- Are non-metal ladders used when there is a chance of electric shock?
- If work is done at heights, is fall protection used (e.g., a lifeline and harness)?

### Fire Safety

- Are there at least two clearly marked, unblocked fire exits for each work area?
- Are fire extinguishers available?
- Are there regular fire drills?

YES NO

**Electrical Hazards**

- Are electrical cords in good condition (no fraying or other defects)?
- Are power tools in good condition and grounded?
- Are there enough outlets so extension cords do not have to be used?

**Lighting**

- Is there good lighting throughout the workplace?
- Is there good lighting in parking lots and other outside areas?

**Machines**

- Do machines have guards on them to protect workers from being injured?
- Are machines “locked out” when they are defective or being repaired?
- Do workers know how to turn off machines in an emergency?

**Forklifts**

- Has everyone who operates a forklift received training?
- Are sit-down forklifts equipped with seat belts, and are employees always required to wear them?
- Are forklifts inspected and maintained regularly?
- Is forklift traffic isolated or separated from other workers where possible?
- Are safe driving rules enforced, including obeying speed limits, stopping at stop signs, and slowing down and blowing the horn at intersections?

**Driving (applies to both company vehicles and personal vehicles used for work tasks)**

- Does everyone assigned to drive on the job have a valid driver’s license appropriate for the type of vehicle to be driven?
- Are all vehicles equipped with seat belts, and are employees always required to wear them?
- Are the vehicles inspected and maintained regularly?
- Have employees who drive extensively received training on defensive driving and on how to recognize and manage driver fatigue and in-vehicle distractions?

**YES**   **NO****Other Safety Issues**

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Do hot surfaces have guards to prevent accidental contact?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are sharp objects properly stored so they do not present a hazard?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the temperature in the workplace comfortable, not too hot and not too cold?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the workplace free of conditions that create excessive stress, such as unreasonable deadlines, angry customers or clients, or fast work pace? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there a security system to protect against intruders who might commit a robbery or assault in the workplace?                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there someone in the workplace trained in first aid and CPR?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Are workers under 18 told which tasks they are not allowed to do under child labor laws?   |

**Chemical Hazards**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Are chemicals (including cleaning products) properly labeled and stored?              |
| <input type="checkbox"/> | <input type="checkbox"/> | Are flammable liquids stored in metal cabinets?                                       |
| <input type="checkbox"/> | <input type="checkbox"/> | Are up-to-date Material Safety Data Sheets (MSDS) for chemicals available to workers? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there adequate ventilation?  |

**Noise**

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Do workers feel that noise levels are comfortable?             |
| <input type="checkbox"/> | <input type="checkbox"/> | Do workers know when and where hearing protection is required? |

**Housekeeping**

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Are there adequate toilet and washing facilities in good condition?              |
| <input type="checkbox"/> | <input type="checkbox"/> | Are insects and rodents adequately controlled?                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are there clean eating areas separate from work and chemical storage areas?      |
| <input type="checkbox"/> | <input type="checkbox"/> | Are there enough waste containers and are they leak-proof and emptied regularly? |

**YES NO**

**Ergonomic Hazards**

- Can workers get help when lifting more than 30 pounds?
- Have workers been trained in proper lifting methods?
- Are mechanical lifting devices available if needed?
- Are job tasks that require repetitive movements varied or rotated?
- Are workstations and tasks set up to avoid awkward postures?
- Are workers able to avoid standing or sitting for long periods of time?
- Are workers encouraged to take adequate breaks?

**Personal Protective Equipment**

- Is personal protective equipment (PPE) provided as needed (coveralls, gloves, eye protection, respirators, earplugs, other hearing protection, etc.)?
- Have workers been trained in the proper use of PPE?

**Other (Your Own Concerns)**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Making the Workplace Safer

Many hazards exist in small businesses, but there are also steps that can be taken to improve safety dramatically. As the safety pyramid below shows, there are three main ways to protect workers.

The best way is to remove the hazard altogether (#1) or keep it isolated away from workers, so it cannot hurt anyone. This way the workplace itself is safer.

Removing the hazard can sometimes be the most difficult solution or take the longest time to implement. You may need other solutions to protect you in the meantime, like changing the way the work is done (#2) or using protective clothing and equipment (#3).



## EXAMPLE

Many workers get arm, shoulder, and back pain when their job requires them to stand for long periods of time while making frequent, rapid hand movements. For example, a hairdresser may stand all day when working on clients, or a pizza maker may stand for long periods of time while rapidly adding ingredients to dozens of pizzas. What controls can a business put in place to protect these workers?

Ask the group:

### 1. Is there a way to remove the hazard?

Provide a chair or stool so workers can sit. If workers must stand, provide floor mats to cushion impact. Keep equipment and supplies nearby so they can be reached easily without strain.

### 2. What improvement in work practices would help?

Vary work tasks so no one has to make the same movements over and over.

### 3. What protective clothing or equipment would help?

Comfortable shoes may make it easier to stand.

# Hazard Identification and Control Worksheet

Hazard	Solutions Already in Place	Solutions Needed	First Steps/Who
	Remove the Hazard:		
	Work Practices:		
	Protective Clothing/ Equipment:		
	Remove the Hazard:		
	Work Practices:		
	Protective Clothing/ Equipment:		
	Remove the Hazard:		
	Work Practices:		
	Protective Clothing/ Equipment:		

# Resources

## Resources for Writing Your IIPP

- **Cal/OSHA Guide to Developing Your Workplace Injury and Illness Prevention Program (IIPP)**

This manual describes the employer's responsibilities in establishing, implementing, and maintaining an IIPP (see page 9). It also outlines steps that can be taken to develop an effective program that helps assure the safety and health of employees on the job. The manual includes checklists for self-inspection. Contact your local Cal/OSHA area office for a copy, or download it at:

[www.dir.ca.gov/dosh/dosh\\_publications/iipp.html](http://www.dir.ca.gov/dosh/dosh_publications/iipp.html).

- **Resources from Your Workers' Compensation Insurance Broker**

Most workers' compensation insurers offer loss control assistance, including help with putting together your IIPP. Contact your insurance broker to find out what resources may be available from your insurance company. You can also download a sample IIPP from the State Compensation Insurance Fund (SCIF) website at:

[www.scif.com/safety/IIPP.html](http://www.scif.com/safety/IIPP.html).

- **Other Web Resources**

Many private companies offer online programs for a fee (at least \$100), with step-by-step instructions to guide you through the process of developing your IIPP. You can search for these programs online. Make sure they are in compliance with *California* laws.

## Resources for Other Required Safety Plans

- **Cal/OSHA Guide to the Hazard Communication Regulation**

This guide describes the employer's responsibilities in establishing, implementing, and maintaining a Hazard Communication Program (see page 11). Contact your local Cal/OSHA area office for a copy, or download it at:

[www.dir.ca.gov/dosh/dosh\\_publications/hazcom.pdf](http://www.dir.ca.gov/dosh/dosh_publications/hazcom.pdf).

- **Federal OSHA Evacuation Plans and Procedures eTool**

This eTool will help small, low-hazard service or retail businesses implement an Emergency Action Plan, and comply with OSHA's emergency standards. Download it at:

[www.osha.gov/SLTC/etools/evacuation/index.html](http://www.osha.gov/SLTC/etools/evacuation/index.html).

## Industry or Hazard-specific Factsheets

- **Multilingual Health and Safety Resources: A Guide to Worker Training Materials on the Web**

This is a collection of links to worker training materials available online in various languages. Materials include factsheets, checklists, curricula, and other educational resources. Go to:  
[www.dir.ca.gov/chswc/MultilingualGuide/MultilingualGuideMain.html](http://www.dir.ca.gov/chswc/MultilingualGuide/MultilingualGuideMain.html).

- **U.C. Berkeley Labor Occupational Health Program, Links to Topical Factsheets**

This is a collection of links to online factsheets, listed by topic, on specific workplace hazards and industries. Go to:  
[socrates.berkeley.edu/~lohp/Intranet/](http://socrates.berkeley.edu/~lohp/Intranet/).

- **Cal/OSHA Consultation Service, Division of Occupational Safety and Health Publications**

This collection has a variety of posters, brochures, factsheets, and guides on many topics. Many are in English and/or Spanish, with the ergonomics posters and job safety pamphlets available in a variety of languages. Go to:  
[www.dir.ca.gov/dosh/PubOrder.asp](http://www.dir.ca.gov/dosh/PubOrder.asp).

- **California Department of Public Health, Occupational Health Branch Publications**

Factsheets and other publications on specific chemicals, other hazards, and hazards in particular types of work. Go to:  
[www.dhs.ca.gov/ohb/publications.htm](http://www.dhs.ca.gov/ohb/publications.htm).

- **New Jersey Occupational Health Services, Hazardous Substance Factsheets**

Factsheets for over 1700 chemicals, with 600 in Spanish. Go to:  
[web.doh.state.nj.us/rtkhsfs/indexFs.aspx](http://web.doh.state.nj.us/rtkhsfs/indexFs.aspx).

## Sources of Additional Health and Safety Information

- **Cal/OSHA Consultation Service**

The Cal/OSHA Consultation Service provides technical assistance to employers on health and safety issues. Consulting services include free on-site visits, assistance in complying with Cal/OSHA standards, educational seminars, and publications.

The Consultation Service is separate from the Cal/OSHA Enforcement Unit, and consultants are not involved with enforcement activities such as inspections, citations, and fines. All communications between the employer and the Consultation Service are confidential and are not shared with enforcement staff. In exchange for this free consultation, however, employers must agree to correct in a timely manner any serious hazards that are identified.

Cal/OSHA publications provide information about Cal/OSHA programs, standards, and general health and safety topics. Various types of guidelines and model IIPP plans also are available. You can obtain copies of Cal/OSHA publications by phoning (800) 963-9424, or from their website:

[www.dir.ca.gov/dosh/consultation.html](http://www.dir.ca.gov/dosh/consultation.html).

- **U.S. Small Business Administration**

This site is the official business link to the U.S. Government, managed by the U.S. Small Business Administration (SBA). It provides a single access point to government services and information to help the nation's businesses with their operations, and includes workplace health and safety information. Go to:

[www.business.gov/topic/Workplace\\_Health\\_and\\_Safety](http://www.business.gov/topic/Workplace_Health_and_Safety).

- **California Department of Public Health, Occupational Health Branch, Employer Resource Links**

This site has links to various resources to help small business owners, including health and safety factsheets and other educational materials. Go to:

[www.dhs.ca.gov/ohb/employerlinks.htm](http://www.dhs.ca.gov/ohb/employerlinks.htm).

- **Occupational Safety and Health Administration (OSHA) eTools**

eTools are “stand-alone,” interactive, web-based training tools on occupational safety and health topics. They are highly illustrated and utilize graphical menus. Some also allow the user to ask questions and receive reliable advice on how OSHA regulations apply to their workplace. This site also has links to specific safety topics. Go to:

[www.osha.gov/dts/osta/oshasoft/index.html](http://www.osha.gov/dts/osta/oshasoft/index.html).

- **OSHA Small Business Outreach Training Program**

This online guide contains links to basic information about selected topics in occupational safety and health, specifically focusing on the needs of small business. Go to:

[www.osha.gov/SLTC/smallbusiness/](http://www.osha.gov/SLTC/smallbusiness/).

- **National Institute for Occupational Safety and Health (NIOSH), Safety and Health Resource Guide for Small Businesses**

This guide is intended to help small business owners, employers, and managers deal with occupational safety and health concerns. It contains telephone numbers, e-mail and Internet addresses, and mailing information that will connect small businesses to government agencies, private organizations, consultants, and others who can help with occupational safety and health issues. You can also click on the “NIOSH topics” button for a comprehensive alphabetical list of NIOSH health and safety information and materials. Go to:

[www.cdc.gov/niosh/docs/2003-100/default.html](http://www.cdc.gov/niosh/docs/2003-100/default.html).

- **North Carolina State University, Safety and Health Management Systems for Small Businesses**

This is a free, online training course, funded by an OSHA-sponsored grant and developed by North Carolina State University, designed to assist small and medium-sized businesses in developing and implementing an effective safety and health management system. Go to:

[www.ies.ncsu.edu/safetyhealthmgmt/](http://www.ies.ncsu.edu/safetyhealthmgmt/)

- **Worker Occupational Safety and Health Training and Education Program (WOSHTEP), California Resource Centers**

These Resource Centers provide written materials including factsheets, brochures, pamphlets, books, and reports. They also offer technical assistance, research assistance, and referrals to state and local health and safety agencies. WOSHTEP staff also offers free 24-hour classes that prepare workers to become Worker Occupational Safety and Health Specialists.

#### **Northern California Resource Center**

Labor Occupational Health Program  
at UC Berkeley  
2223 Fulton Street, 4th Floor  
Berkeley, CA 94720-5120  
(510) 643-4335  
andrews2@berkeley.edu  
[www.lohp.org](http://www.lohp.org)

For assistance in Spanish, please call:  
Valeria Velazquez, (510) 643-2090

#### **Southern California Resource Center**

Labor Occupational Safety and Health Program  
at UCLA  
10945 LeConte Avenue  
PO Box 951478  
Los Angeles, CA 90095-1478  
(310) 794-5964  
dcorn@ucla.edu  
[www.losh.ucla.edu](http://www.losh.ucla.edu)

For assistance in Spanish, please call:  
Jessica Martinez, (310) 794-5971

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